# THE CORRELATION OF ARTISTIC SUPERVISION AND TEACHER PEDAGOGICAL COMPETENCE IN PRIMARY SCHOOL

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## ABSTRACT

*The aim of this study was to describe the teacher pedagogical competence in primary schools and to describe correlation of artistic supervision and teacher pedagogical competence in primary school. The research method used is quantitative, correlational research type. The data collection technique used was implemented in 139 elementary school teachers, from 14 provinces in Indonesia. The data collection technique used was a questionnaire. The questionnaire was given to the teacher after the teacher was online. The data analysis technique was carried out using descriptive statistics and Pearson product-moment with the help of SPSS version 23. The effect of artistic supervision on the pedagogical competence of primary school students obtained the correlation coefficient between artistic supervision and pedagogic competence of 0.856, which means it has a very strong relationship. The significance value of artistic supervision with teacher pedagogic competence is 0,000 which means it has a significant influence between artistic supervision and the pedagogic competence of primary school teachers. The results of the pedagogic competency scores obtained through the teacher's assessment of the teacher's pedagogical competence obtained the results of good criteria as much as 57.55%, good enough criteria as much as 23.02%, very good criteria as much as 14.39%, and very low criteria as many as 5, 04%. One of the factors that influence pedagogic competence is supervision. The recommendations given in this study are: 1) For the principal, should use artistic supervision in increasing teacher competence, 2) For teachers: teachers should master the pedagogical competence of teachers to improve the quality of student learning, 3) For researchers, there should be further research to developing artistic supervision products according to the teacher quadrant level to improve the pedagogical competence of primary school teachers, 4), it can be used as a reference for other researchers to conduct similar research related to artistic supervision and the pedagogical competence of primary school teachers.*

**Keywords:** teacher,  pedagogical competence, artistic supervision

## INTRODUCTION

Improving the quality of education by improving the quality of teachers. The teacher's ability to manage to learn is called pedagogic competence. This competence can be seen from the ability to plan learning programs, the ability to carry out learning or manage the learning process, and the ability to assess learning (Akhyak, Idrus, & Bakar, 2013). Meanwhile, the definition of pedagogical competence according to Madhavaram (Mata, 2014) "Pedagogic competence is the ability of individuals to use coordination, synergize visible sources (examples of learning materials such as books, articles, and technology such as *software* and

*hardware*) and invisible sources. (eg knowledge, skills, experience) to achieve efficiency and effectiveness of education.

Pedagogic competence is mastery of learning theories and principles, curriculum development, organizing learning, using information and communication technology in the learning process, effective and courteous communication to students, conducting assessments and evaluation processes of learning outcomes, using assessment and evaluation results. for learning purposes and taking reflective action to improve learning (Sikki et al., 2013). Improving teacher pedagogical competence can be done through supervision activities. Supervision is an important element in improving learning in schools, therefore a school principal as a supervisor must be able to master educational supervision.

*Supervision is a service activity that exists to help teachers do their job better* (Wiles, 1967). Supervision is a professional assistance service carried out by skilled people to improve the quality of the learning process and outcomes under the objectives of national education. The implementation of supervision in primary school is still not effective in improving the quality of teachers. This is because the implementation of supervision by school principals and supervisors is only used as an activity to assess teachers' abilities in teaching and assess teacher learning administration.

Even though the meaning of *supervision in today's schools ……. supervision and supervisor helping school personnel to improve the teaching-learning situation creatively* (Gwynn, 1970). Supervision is helping school personnel or teachers to improve teaching-learning situations creatively, the principal as a supervisor must help teachers to solve problems faced by teachers in managing learning.

Many models of supervision can be applied by principals to improve teacher competence, one of which is the artistic supervision model. Hopkins and Moore define the artistic supervision model as "*…. an artistic supervision model is a holistic approach to supervision that relies on sensitivity, perceptivity, and knowledge of the supervisor as a way of appreciating the significant subtleties occurring in the classroom"*(Hopkins & Moore, 1993. ).  An artistic supervision model is a holistic approach to supervision that emphasizes the sensitivity, perception, and knowledge of the supervisor as a way to express all aspects that occur in class.

The artistic supervision model of some of the existing references is not explained much, because this supervision is rarely used independently. Artistic supervision is usually combined with other models of supervision. It is like the opinion *Recognizes Certain limitation associated with the artistic supervision models and suggests that, at best, it can function only as a supplement to the scientific and accountable approaches and can be used only with selected student teachers, in selected environments, who are supervised by excellent supervisor* (Hopkins & Moore, 1993). There are certain limitations associated with the artistic supervision model, at the best of which the artistic supervision model can serve only as a complement to the scientific supervision approach and the accountable supervision approach and can be used only by selecting teachers, choosing an environment supervised by good supervisors. The emphasis of the artistic supervision model compared to other models is on the use of sensitivity, perception, supervisor's knowledge, appreciating all events, and using expressive language in conveying the results of supervision to the teacher.

The artistic supervision model presents an expressive character of what teachers and students do, displaying a very meaningful learning message contained in the explicit actions of those involved in it. This model seeks to understand the types of experiences students and teachers have, and not just describe or quantify the behaviors they display as well. Conveying the

understanding of meaning to other people who are in it and how actions in the situation convey or create this meaning in the learning process is an interesting phenomenon in supervision with an artistic approach (Sergiovanni, 1982). In the artistic supervision model, the main instrument is not in the form of an observation guide or other measuring instrument but the supervisor himself is the instrument by relying on the supervisor's sensitivity, perception, and knowledge. In this model, supervisors observe learning situations and conditions as a whole and comprehensively so that they can fully appreciate the characteristics and quality of the appearance of learners.

Based on the above problems, it is necessary to analyze the pedagogical competence of teachers and the the analysis of artistic supervision in primary schools. The purpose of this study was to describe the pedagogical competence of teachers in primary schools and to analyze the correlation of artistic supervision and pedagogical competence of teachers in primary schools.

## METHOD

The research approach used is quantitative. This type of research is correlation. This research was conducted in 139 primary schools teachers, from 14 provinces in Indonesia. The data collection technique used was a questionnaire. The questionnaire was given to the teacher after the teacher was online.

The instrument in this research is a questionnaire, in determining the measurement scale of the statement items for each independent variable the researcher used the Likert scale method with four alternative answers.

Reliability test results of questionnaires Variable artistic supervision models (X) has a degree of reliability coefficient of 0759 is greater than> 0.6. Thus this questionnaire has a strong level of reliability. The reliability test of the pedagogic competence variable of primary school teachers (Y) resulted in a *reliability coefficient* is 0.952, greater than> 0.6. So that it has a very strong level of reliability. The data analysis technique was performed using descriptive statistics and *Pearson product moment* with the help of SPSS version 23.

## RESULTS

The results of a survey of teachers to self-assess the pedagogical competence of primary school teachers in 139 primary schools from 14 districts. The indicators used to self-assess teachers regarding the mastery of pedagogical competencies refer to the Minister of National Education Regulation number 16 of 2007. The results of the survey regarding the pedagogic competence of primary school teachers can be seen in Table 1.

**Table 1. Teacher Pedagogic competencies in primary school**

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Good | 80 | 57.6 | 57.6 | 57.6 |
| Enough | 32 | 23.0 | 23.0 | 80.6 |
| Very Good | 20 | 14.4 | 14.4 | 95.0 |
| Very Low | 7 | 5.0 | 5.0 | 100.0 |
| Total | 139 | 100.0 | 100.0 | |

Based on Table 3 regarding the pedagogic competence of primary school teachers' shows that 80 teachers have good competence, 32 teachers have quite good pedagogic competence, 20 teachers have very good competence and 7 teachers have very low competence. Thus the pedagogic competence of teachers with very good and good criteria as many as 100 teachers

and 39 teachers have sufficient and very low competencies. The percentage of primary school teacher pedagogical competences can be seen in Figure 1.
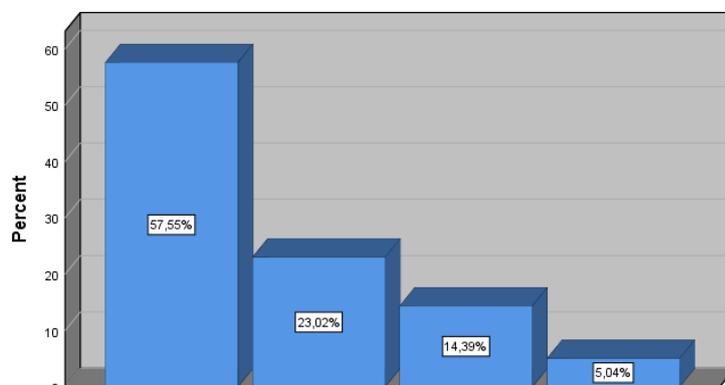


Figure 1. The percentage of primary school teacher pedagogical competences

Based on Figure 1, the percentage of primary school teachers' pedagogical competence with Good criteria is 57.55%, 23.02% Fair criteria, very good criteria 14,39% and very Deficient criteria as much as 5.04%. Thus there are still 28.6% of teachers who still have sufficient and very low pedagogical competence.

In the analysis requirements test is the analysis *Pearson product moment* using the normality test and linearity test. Normality testing is intended to prove the existing data is normally distributed (p> 0.05). The normality test was carried out using the Kolmogorov Smirnov test with the SPSS version 23 measuring instrument

The linearity test was used using the "*Compare Means"* with the SPSS measuring instrument version 23. The result of the p value is 0.067, which means that the distribution of data in a group of data or research variables is normally distributed. In the linearity test, the significance value is 0.000, which means that the relationship between X and Y variables is linear, so that the linearity test can be a requirement for conducting the *Pearson product moment test*.

In testing the hypothesis of this study using the *Pearson product moment,* which requires some of the assumptions above. Considering the requirements have been met as attached, the *Pearson Product Moment* can be continued. Hypothesis testing is intended to determine the effect of the independent variable (X), namely the variable artistic supervision on the pedagogical competence of primary school teachers (Y) in Indonesia. The following are the results of the *Pearson product moment test*:

**Table 2. Test Results for Pearson Product Moment**

|  |  | Supervision with the Artistic Approach of | Pedagogic Competence |
|---|---|---|---|
| Pengarajan Supervision with the Artistic Approach | Pearson Correlation | 1 | , 856[**] |
|  | Sig. (2-tailed) |  | , 000 |
|  | N | 139 | 139 |
| Pedagogical Competence | Pearson Correlation | , 856[**] | 1 |
|  | Sig. (2-tailed) | , 000 |  |
|  | N | 139 | 139 |

**. Correlation is significant at the 0.01 level (2-tailed).

Based on Table 1, the coefficient value is 0.856 *Pearson Product Moment*, which means that it has a very strong relationship between artistic supervision and teacher pedagogical competence. The significance value in Table 1 is 0.000 less than 0.05 and the mean value of artistic supervision has a very positive relationship to the pedagogical competence of primary school teachers. Thus artistic supervision has a positive influence on the pedagogical competence of primary school teachers.

## DISCUSSION

The role of teacher as learning agent by implementing academic supervision of artistic model is teacher's role score as a learning agent increases and exceeds the minimum score" (Pasaribu et al., 2017).   The results of pedagogic competence obtained through teacher assessments of teacher pedagogical competence obtained 57.55% of Good criteria, 23.02% good enough criteria, 14.39% very good criteria and 5 very low criteria. 04%.

In contrast to the previous research, the results showed that 9.5 teachers have good pedagogic competence and 90.5% are in the moderate and low categories "the result of test on pedagogic competence shows that only 19 (9.5%) teachers are in the category of good and excellent, 181 (90.5%) teachers are in the category of fair and poor"(Sikki et al., 2013). The results of the research conducted were different from previous studies because the results of previous studies were conducted on English teachers, while the survey was conducted by researchers on primary school teachers who had attended teacher professional education so that the pedagogical competence of the survey results showed 71.4 in good and very good criteria while 28.6 in the enough category.

The results of research on the effect of supervision on teacher pedagogic competence also stated that the pedagogic scores of teachers at SDN Margorejo VI / 524 and SDN Baratajaya Surabaya were also in very good categories (Rohmi et al., 2019). Thus it can be concluded that the increase in teacher pedagogic competence can be influenced by several factors, one of which is the implementation of supervision.

Pedagogic competence is the teacher's ability to organize learning. This competence can be seen from the ability to plan learning programs, the ability to carry out learning, or manage the learning process and the ability to assess learning (Akyak et al., 2013).

Pedagogic competence is also defined as pedagogic competence described as the ability to (a) understand students, (b) the ability to plan, implement, and assess learning, and (c) the ability to develop learners. Pedagogic competence is not only understood as the ability of teachers to teach, but also how to understand student learning resources and the appropriate curriculum for students.

Teacher pedagogical competence according to Permendiknas number 16 of 2007 concerning the academic qualification standards and competence of SD / MI teachers consists of knowing student characteristics, mastering learning theory and learning principles, developing curriculum, carrying out educational learning activities, understanding and developing student potential, mastering communication with students, understanding assessment and evaluation, reflecting on and conducting classroom action research.

The results of a survey conducted on the effect of artistic supervision on primary school students' pedagogic competence found that the correlation coefficient between artistic supervision and pedagogic competence was 0.856, which means it has a very strong relationship. The significance value of artistic supervision with teacher pedagogic competence is 0,000 which means that it has a significant influence between artistic supervision and the pedagogic competence of primary school teachers. Thus the

implementation of artistic supervision affects the pedagogic competence of primary school teachers in Indonesia.

This is like the results of the previous study, "artistic supervision approach needs to be increased to the pedagogical competence of primary school teachers by 39.9%. The value of t count on the regression coefficient of 7,193 is greater than the t table, with a significant value of 0.000 <0.05 "(Nafiah et al., 2019). In previous studies, principals who used artistic supervision experienced an increase in their pedagogical competence and the significance value of the previous study was also 0,000, meaning that there was a significant effect.

Previous research results in several primary schools also stated that the artistic supervision approach had a strong relationship with pedagogic competence of primary school teachers, "the relationship between the implementation of artistic supervision with the improvement of teacher's pedagogical competence in Raden Patah Islamic Primary School and Tropodo II Elementary. School, Margorejo VI primary school is high with a correlation value of 0.631 with a significant value of 0.000 "(Nafiah & Chatib, 2018). Thus there is also a significant influence on the artistic supervision to increasing pedagogic competence.

Artistic supervision can increase teacher performance in planning, learning and increasing teacher discipline in work (Wahab, 2012). The use of artistic supervision has an effect on improving school performance in planning, implementing and evaluating learning in schools. Artistic supervision is a modern model of supervision that uses her sensitivity, perception and knowledge in observing the learning process in the classroom(Kapusuzoglu & Dilekci, 2017.

## CONCLUSION

The effect of artistic supervision on the pedagogic competence of primary school students, the correlation coefficient between artistic supervision and pedagogic competence is 0.856, meaning that it has a very strong relationship. The significance value of artistic supervision with teacher pedagogic competence is 0,000 which means it has a significant influence between artistic supervision and the pedagogic competence of primary school teachers. Thus the implementation of artistic supervision affects the pedagogical competence of primary school teachers in Indonesia. The results of the pedagogic competency scores obtained through the teacher's assessment of the teacher's pedagogical competence obtained the results of good criteria as much as 57.55%, good enough criteria as much as 23.02%, very good criteria as much as 14.39% and very low criteria as many as 5, 04%. One of the factors that influence pedagogic competence is supervision. The use of artistic supervision has an effect on improving school performance in planning, implementing and evaluating learning in schools

The recommendations given in this study are: 1) For the principal, should use artistic supervision in increasing teacher competence, 2) For teachers: teachers should: master the pedagogical competence of teachers to improve the quality of student learning, 3) For researchers, there should be further research to develop artistic supervision products according to the teacher quadrant level to improve the pedagogical competence of primary school teachers, 4) For other researchers, it can be used as a reference for other researchers to conduct research related to artistic supervision and pedagogical competence of primary school teachers.

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**86**

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